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ABSTRACT

In the academic year 1970-71, Southern University initiated a program of teacher training for educational improvement. Prior to that time, Southern had been a member of a consortium called the Thirteen-College Curriculum Concept, a concept that stresses involvement of students in their own education, favors discussions over lectures, encourages inquiry and emphasizes independent study. The new program consists of 2 components. The first is a training program in which 50 faculty members participated for 3 weeks in the summer of 1970. The faculty members were exposed to the Thirteen-College Curriculum Concept and developed course outlines and lesson plans accordingly. The second phase was an internship program in which faculty taught freshmen students for 2 semesters. Tutorial programs were initiated to aid the students, and faculty met once a week to assess the progress of the program. Results of the program were clearly beneficial. A lower dropout rate occurred and more freshmen students were designated as honors students than ever before. Continuation and extension of the program are planned. (HS)

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FINAL REPORT - 1970-71

EXTENSION OF THE THIRTEEN-COLLEGE CURRICULUM CONCEPT

SOUTHERN UNIVERSITY

BATON ROUGE, LOUISIANA

In 1967, Southern University joined a consortium which was called the Thirteen-College Curriculum Concept, a federally funded experimental program. This concept stresses involvement of students in their own education, favors discussions over lectures, encourages inquiry and emphasizes independent study.

The experiment yielded several beneficial results. Its main outcome, however, was a lower drop-out rate among participating students in comparison with non-participating students.

The key to that success was the approach utilized by the instructors in the experimental program. They participated periodically in training sessions and steadily improved their ability to deliver effective instruction to all students, regardless of academic, social or economic background.

While valuable lessons were being learned in the experimental Thirteen-College Curriculum program, a change in the leadership of Southern University led to a reexamination of the University's mission in the field of higher education. With 75-85 percent of its students classified as being economically and educationally deprived, it made little sense for Southern to attempt to compete in every area with other universities whose resources, private or public, far exceeded Southern's. Instead, it was reasoned that a major effort should be made to gain prominence as a developer and user of effective programs

designed for and suited to the acknowledged background of Southern's clientele. This new orientation happened to be in keeping with the expressed national need for full utilization of heretofore wasted human resources.

The Thirteen-College Curriculum experiment, working with a limited number of students, had shown that students who had been labeled "likely drop-outs" could and did become successful college students. The University concluded that better teachers would enable it to do the same for the general student population. Southern applied for and obtained $64,111 from the Division of College Support to train teachers in the utilization of Thirteen-College Curriculum concepts, methods and materials.

The 1970-71 program consisted of two components: Training and Internship.

1. Training:

Fifty (50) faculty members from the areas of English, Mathematics, Biology, Chemistry and History met for three (3) weeks at Southern University from August 10 to August 28, 1970. They were exposed to the Thirteen-College Curriculum concept and developed course outlines and lesson plans accordingly. Personnel from the experimental Thirteen-College program served as consultants. A director, Dr. E. E. Johnson, Associate Dean of the University and an Assistant Director, Mrs. Johnnie Posey, Thirteen-College teacher of mathematics, constituted the main training staff. Each departmental team was led in its activities by a coordinator who was selected among the members of the team. Whenever possible, the coordinator was a Thirteen-College Curriculum instructor.

Each of the fifty (50) instructors received a $400 stipend at the end of the three-week training/planning session. Total: $20,000

2. Internship:

The fifty (50) instructors interned for nine months (2 semesters) at Southern University. They taught a total of 1000 freshmen from low-income, culturally deprived and academically deficient background.

Throughout the academic year, the instructors provided academic supervision to a tutoring corps of upperclassmen numbering from forty to eighty-four (depending on existing needs and available funds). Tutors worked with freshmen three hours per night, four nights a week in the freshman dormitories. The internship program operated in close cooperation with the tutorial program and other Special Services components.

Each departmental team met weekly to assess its progress and plan for the following week.

All teams (50 instructors) met once a month in a general assembly to exchange information and viewpoints and to discuss problems and find common solutions when possible and advisable. The weekly team meetings were chaired by each team's coordinator; the monthly assembly by Dr. E. E. Johnson, Associate Dean of the University.

The results not only are encouraging but convincingly show the validity of the approach used by the University in implementing the Thirteen-College Curriculum Concept. The grade analysis report provided by the Computer Center for the Spring semester 1971, for instance, shows the following grade distribution for teachers involved in the Extension of Thirteen-College Curriculum program:

	A	B	C	D	E	WP	W	WF	I
English	61	120	168	77	42		17		9
Science (Biology and Chemistry	62	142	233	131	67	4	10		14
History	115	235	381	158	135	7	55	6	7
Mathematics	114	162	246	214	56	6	15		5

Thus total grade distribution for the teachers in the program was as follows:

A	B	C	D	E	W	WP	WF	I
352	659	1028	580	300	97	17	6	35

Total grades given: 3074

Percent of total grades represented by each grade:

A	B	C	D	E	W	WP	WF	I
11.45%	21.43%	33.44%	18.86%	9.75%	3.15%	.55%	.19%	1.13%

The failure rate was 9.94% based on the total of E and WF grades.

The University witnessed in 1971 the greatest number and highest percent of honor students (B average or more) among its freshman students. The number of freshmen that performed below the 1.5 point level (D=1 point C=2 points) was 130 for the Spring semester out of a 2000 freshman population.

The credit for this success rightfully belongs to the combined programs for freshmen coordinated by the Junior Division, with a large share of this credit going to the improvement of the faculty funded by the Division of College Support in 1970-71.

The University is committed to becoming the first university to achieve full implementation of the Thirteen-College Curriculum Concept, thereby accomplishing its mission which is to turn low-income unprepared freshmen into competitive graduates.

Southern, however, cannot become complacent or overconfident. The University recognizes that it is still in the first phase of implementation of the Thirteen-College Curriculum concept and that it will need several massive injections of funds and energy before full implementation becomes a reality. Further, it was obvious that while several instructors performed very well in the program, a majority of them needed additional experience with the Thirteen-College Curriculum concept. Thirty-one of these instructors were designated to participate in the six-week conference now in progress at Bishop College in Dallas, Texas.

The experience gained from the 1970-71 project has enabled the University, through its Junior Division, to plan several years ahead. Southern envisions for the faculty development program a three-year (1970-73) PHASE ONE, during which more and more instructors each year will receive initial or reinforcement training. PHASE TWO, will be a two-to-three-year massive internship plan aimed at 100% participation by the University faculty.

PHASE TWO will utilize a teaching team arrangement, in which well-trained teachers will become the models for new recruits in a one to one partnership involving intensive on-the-job training.

Respectfully submitted,

Roch L. Mirabeau
Dean
JUNIOR DIVISION